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ANNUAL REPORTS

OF THE

Selectmen, Treasurer, Highway Agents, Auditors,
Board of Education, Library Trustees
and Town Clerk

OF THE

Town of Newington, N. H.

FOR THE

YEAR ENDING FEBRUARY 15,

1907

DOVER, N. H.

GEO. J. FOSTER & CO.,

1907.

NEW HAMPSHIRE
STATE LIBRARY

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DOVER, N. H.

GEO. J. FOSTER & CO.,

1907.

State of New Hampshire.

{ L. S. }

To the Inhabitants of the Town of Newington, Qualified to Vote in Town Affairs:

You are hereby notified to meet at the Town Hall in said town, on Tuesday, the twelfth day of March next, at ten o'clock in the forenoon, to act on the following subjects:

ARTICLE 1. To choose Town Clerk, Selectmen, Assessors, Overseers of the Poor, Treasurer, Collector of Taxes, Superintendent of the Burying Ground, Janitor of the Town Hall, Auditors, Highway Agents and a Library Trustee.

ARTICLE 2. To choose Measurers of Wood, Surveyors of Lumber, Fence Viewers, Pound Keeper, Fish and Game Wardens, Police Officers, and all other necessary town officers.

ARTICLE 3. To see what sum of money the town will raise for town expenses.

ARTICLE 4. To see what sum of money the town will raise for the repairs of highways and bridges.

ARTICLE 5. To see what sum of money the town will raise and appropriate for the maintenance of the Public Library.

ARTICLE 6. To see what disposition the town will make of the town's land and buildings.

ARTICLE 7. To see if the town will vote to cut wood on the town's land for the use of the school, hall, library, poor and meetings.

ARTICLE 8. To see if the town will vote to build a Receiving Tomb, and provide means for carrying the same into effect.

ARTICLE 9. To see if the town will vote to furnish new lights for the church.

ARTICLE 10. To see if the town will vote to raise the sum of ten dollars to help the G. A. R. decorate the soldiers' graves Memorial day.

Given under our hands and seal this 23rd day of February, 1907.

STILLMAN A. PACKARD, } Selectmen of
ENOCH COLEMAN, } Newington.

A true copy of warrant, attest:

STILLMAN A. PACKARD, } Selectmen of
ENOCH COLEMAN, } Newington,

List of Town Officers

Elected March, 1906.

Town Clerk—JACKSON M. HOYT.

Selectmen, Assessors and Overseers of the Poor—STILLMAN
A. PACKARD, ENOCH COLEMAN, WILLIAM C. PICKERING.

Treasurer—DANIEL W. BADGER.

Collector of Taxes—JAMES W. COLEMAN.

Highway Agents—VALENTINE M. COLEMAN, (resigned) IRA
A. COLEMAN, (appointed) THOMAS F. PICKERING, (re-
signed) CYRUS FRINK, (appointed) WILLIAM D. NEW-
ICK.

Superintendent of Burying Ground—ENOCH COLEMAN.

Janitor of Town Hall—LUTHER C. PICKERING.

Auditors—WILLIAM L. FURBER, JOHN D. KELLEY.

Library Trustees—FLORENCE HOYT, first year; LAURA E.
DREW, second year, EDITH BADGER, third year.

Representative to the General Court, (chosen Nov., 1906)—
FREDERICK PICKERING.

Moderator, (chosen Nov., 1906)—DANIEL W. BADGER.

Supervisors of Check List, (chosen Nov., 1906)—ALBERT E.
HODGDON, CLARENCE M. DEROCHEMONT, WILLIAM L.
FURBER.

Summary of Inventory.

	No.	Valuation.
Polls	93	\$ 9,300 00
Land and buildings		172,778 00
Horses	109	7,215 00
Oxen	4	125 00
Cows	502	12,465 00
Other neat stock	49	775 00
Sheep	2	5 00
Hogs	2	25 00
Fowls	160	80 00
Vehicles		2,235 00
Bank stock		1,643 00
Money at interest		1,600 00
Machines, machinery		800 00
Stock in trade, wood and lumber		13,450 00
Total valuation		\$222,496 00
Number of acres in the town, 4,739.		
Amount committed to tax collector		\$3,459 42
Rate per cent., \$1.55 on one hundred dollars.		

ABATEMENTS.

Will Brown, left town	\$ 1 55
James Drew, over valued	1 55
William Pickering, deceased	1 55
5 per cent. discount on taxes paid on or before	
Oct. 1, 1906	146 93

Selectmen's Report.

STATE AND COUNTY TAXES.

State tax	\$580 00
County tax	909 45
Total	<u>\$1,489 45</u>

SCHOOL MONEY.

Amount required by law	\$870 00
Dog money on hand April 1, 1906	61 80
Literary fund	43 92
	<u>\$975 72</u>

ORDERS ISSUED ON THE TREASURER BY THE SELECTMEN:

No. 1, John D. Randall printing town reports	\$30 00
2, William O. Junkins M. D., records of births and deaths, from Oct. 1st. to March 1st., 1906	1 25
3, Jackson M. Hoyt, clearing roads of snow after Feb. 15, 1906	30 00
4, Luther C. Pickering, clearing roads of snow after Feb. 15, 1906	16 12
5, F. Moody, labor on hall and furniture, putty, etc.	5 20
6, City of Portsmouth High school tuition (spring term)	24 00
7, E. E. Babb & Co., school supplies	3 44
8, Ginn & Co., school supplies	1 37
9, American Book Co., school supplies	1 92
10, Charles A. Badger, balance for State road, 1905	40 83

No. 11, Frank J. Bickford, wall paper for old parsonage	\$1 18
12, Rider & Cotton, bucket, cord, glass and putty for hall	3 42
13, Cyrus Frink, 1-3 highway appropriation	119 00
14, Ira A. Coleman, 1-3 highway appropriation	119 00
15, William D. Newick, 1-3 highway appropriation	119 00
16, William D. Newick, breaking roads March, 1906	10 56
17, Treasurer of school board, part school appropriation	200 00
18, Roscoe T. Harden, services as election inspector fall election 1906	2 00
19, Charles W. Coleman, services as supervisor of check-list spring and fall elections, 1906	10 00
20, Edward E. Babb, school supplies . .	42 32
21, American Book Co., school supplies .	2 64
22, D. C. Heath & Co., school supplies .	4 38
23, John E. Milton, supplies furnished a soldier	52 00
24, Margeson Brothers, pipe, damper, desks, chairs, and labor for school .	32 40
25, University Pub. Co., school supplies .	2 40
26, Treasurer of school board, part school appropriation	100 00
27, City of Portsmouth, High school tuition fall term	48 00
28, John G. Tobey, Jr., premium on policy for old parsonage	15 00
29, Joseph E. Leavitt, services as supervisor spring and fall election, 1906 .	10 00
30, Florence Hoyt, library appropriation .	125 00

No. 31, Jackson M. Hoyt, services as town clerk, \$15.00; recording, etc., \$2.25; stationery and postage, \$1.00; labor at town hall, repairing fence, \$4.00; putting up and taking down booths, \$1.00; repairs at old town house, 50 cts.; hauling 4 cds. of wood to meeting house, \$2.00; services as sexton, \$20.00	\$45 75
32, James H. Knox, services as election inspector fall election 1906 . . .	2 00
33, City of Portsmouth High school tuition (winter term)	36 00
34, W. O. Junkins, M. D., record of births and deaths	75
35, Hoyt & Dow, collectors book and appointment blanks	1 35
36, F. Moody, labor, material, iron, paint, etc., for screens for school	11 09
37, Treasurer of school board, balance of school appropriation, including \$100 from state for superintendent . .	775 72
38, Enoch Coleman, services as selectman, \$15.00; superintendent of burying ground, \$10.00; time and expenses to Exeter on high school case, \$2.00; hauling lumber, 50 cts.	27 50
39, Daniel W. Badger, treasurer for 1906	10 00
40, Stillman A. Packard, services as selectman, \$20.00; settling with State treasurer, \$5.00; board of health fumigating material, etc., \$4.00; time and expenses to Exeter high school case, \$2.15; postage, etc., \$1.48	32 63
41, John J. Greenough, services as election inspector fall election 1906	2 00

No. 42, John E. Milton, goods furnished a soldier from Aug. 30, 1906 to Feb. 22, 1907	\$52 00
43, Hoyt & Dow, school supplies	9 60
44, George W. Pickering, services election inspector fall 1906	2 00
45, Jackson M. Hoyt, hauling cord of wood to library and sawing the same	1 00
46, Portsmouth Coal Pockets, drain pipe for Witham's drive way	5 00
47, Charles Badger, town's portion for state road	318 32
48, James B. Pickering, services as supervisor spring and fall elections	10 00
49, Sugden Brothers, windows for old parsonage house	6 35
50, Cyrus Frink, winter work removing snow	19 08
51, William D. Newick, winter work removing snow	6 08
52, Ira A. Coleman, winter work removing snow	5 12
53, Luther C. Pickering, cutting wood for town use	3 75
54, Charles A. Badger, lumber for fence round school house	2 70
55, Luther C. Pickering, cleaning out closets at school house	1 50
56, William C. Pickering, services as selectman	15 00
57, Roscoe T. Harden, duck killed by dog	75
58, Charles H. Pickering, hens killed by dog	2 50
59, Charles H. Allard, sawing wood for school	3 25

No. 60, Daniel W. Badger, services of school board	\$12 00
61, Frederick Pickering, services as moderator 3 meetings	3 00
62, F. W. Luce, record of deaths	50
63, James W. Coleman, services as collector and printing bills	41 00
64, James W. Coleman, snow bill of John Knight over-looked last year	5 33
65, James W. Coleman, interest on DeMerritt fund	6 00
66, William L. Furber, services as auditor	1 00
67, John D. Kelley, services as auditor	1 00
<hr/>	
Total amount of foregoing orders	\$2,651 05
State tax	580 00
County tax	909 45
<hr/>	
Total amount expended	\$4,140 50

TOWN TRUST FUNDS.

S. D. F. DeMerritt, cemetery trust fund	\$200 00
Woodbury Langdon, library trust fund	1,000 00
<hr/>	
	\$1,200 00
Cash on hand Feb. 15, 1907	\$616 50

We beg to inform the citizens that a lawsuit is pending against the town, brought by Mr. Benj. S. Hoyt, to recover tuition paid for the post graduate course of his son at the Portsmouth high school in 1905. This case, and a similar one, came to our attention at the beginning of the school year of 1905. It was the opinion of the town officers and of the citizens with whom we conferred, that these pupils

having graduated, the town was not further obligated under the provisions of the high school law of 1901.

After learning from the state superintendent of public instruction that it was the opinion of the attorney general that "the tuition of pupils taking post graduate courses is a personal matter, and the town is not responsible for the same," our duty seemed clearly defined,—that we had no legal right to allow this claim even had we a personal desire to do otherwise.

The services of a competent attorney have been secured in the interests of the town.

The foregoing is a true statement of the financial affairs of the town for the year ending Feb. 15, 1907.

STILLMAN A. PACKARD,
ENOCH COLEMAN,
Selectmen of Newington.

We hereby certify that we have examined the foregoing accounts of the selectmen and find them correctly cast and properly vouched.

WILLIAM L. FURBER,
JOHN D. KELLEY,
Auditors.

Treasurer's Report.

RECEIPTS.

Cash on hand Feb. 15, 1906 . .	\$177 27	
Railroad tax	150 78	
Savings bank tax	671 14	
Literary fund	43 92	
Proportion of school fund . . .	100 00	
Rent of town hall	12 40	
Rent of town house to Jan. 1, 1907	50 00	
Rent of town pasture	10 00	
Lots sold in cemetery	43 00	
From county treasurer	104 00	
From collector of taxes	3,312 49	
Dog license	82 00	
	<hr/>	\$4,757 00

PAID

State tax	\$580 00	
County tax	909 45	
Orders of selectmen	2,651 05	
Cash on hand Feb. 15, 1907 . .	616 50	
	<hr/>	\$4,757 00

DANIEL W. BADGER,
Treasurer.

We hereby certify that we have examined the foregoing accounts of the treasurer and find them correctly cast and properly vouched.

WILLIAM L. FURBER,
JOHN D. KELLEY,
Auditors.

Highways.

REPORT OF I. A. COLEMAN, HIGHWAY AGENT

FOR THE YEAR ENDING FEB. 15, 1907.

Received from town treasurer, 1-3 of highway appropriation	\$119 00
For snow work	5 12
	<hr/>
	\$124 12
 Paid D. W. Badger	 \$20 32
L. C. Beane	15 40
Enoch Coleman	13 60
J. W. Coleman	11 44
V. M. Coleman	4 40
E. T. Downing	1 20
J. M. Hoyt	3 20
J. H. Knox	12 10
S. A. Packard	3 85
A. C. Pickering	3 60
L. C. Pickering	3 20
J. W. Whidden	5 40
I. A. Coleman	15 75
Unexpended	10 66
	<hr/>
	\$124 12

REPORT OF WILLIAM D. NEWICK, HIGHWAY AGENT.

Paid Joseph E. Leavitt	\$15 60
Charles Pickering	10 40

Paid Josephine Hoyt	\$2 60	
John J. Greenough	10 80	
Daniel Davis	12 40	
Thomas Newick	10 40	
Charles Badger	14 30	
Charles Allard	5 20	
Charles Pace	4 20	
Harry Pace	3 60	
Alexander Archibald	7 20	
Luther Pickering	7 20	
Joseph H. Hoyt	1 60	
George Wilson	1 60	
Charles Hodgdon	3 20	
Stephen Dixon	1 60	
William D. Newick	7 10	
		<hr/>
		\$119 00

WINTER ACCOUNT (1906).

Paid R. H. Beacham	\$2 16	
Thomas Newick	3 20	
W. D. Newick	3 60	
J. J. Greenough	1 60	
		<hr/>
		\$10 56

WINTER ACCOUNT (1907).

Paid J. J. Greenough	\$4 76	
Thomas Newick	2 08	
Joseph H. Hoyt	64	
William D. Newick	1 60	
		<hr/>
		\$6 08

FINANCIAL REPORT OF CYRUS FRINK, HIGHWAY AGENT.

Received of town treasurer \$119 00

EXPENDED FOR LABOR DURING THE SUMMER, 1906.

Paid Frederick Pickering . . . \$16 20

Paid Thomas Pickering	\$9 00	
James W. Hoyt	5 40	
Darius Frink	12 60	
George Howe	5 60	
Walter Burnham	2 40	
Jack Kelley	1 60	
John Towle	5 60	
Enoch Coleman	12 80	
Albert Pickering	3 60	
Mary Pickering	4 60	
Luther Pickering	4 20	
Alex. Archibald	8 00	
Forest Hodgdon	1 60	
Willard Brown	1 60	
Cyrus Frink	20 30	
Jackson M. Hoyt, cutting and burning bushes	2 50	
Cyrus Frink, removing rocks from road	1 40	
		<hr/>
		\$119 00

WINTER 1907.

Paid Thomas and James Pickering	\$4 78	
Darius Frink	4 40	
Cyrus Frink	5 00	
Willard Brown	2 24	
Jackson Hoyt	50	
George Howe	56	
Enoch Coleman	1 60	
		<hr/>
		\$19 08

REPORT OF JACKSON M. HOYT, HIGHWAY AGENT.

FOR LABOR PERFORMED, REMOVING SNOW FROM THE HIGH-
WAYS AFTER THE MARCH MEETING 1906.

Received from town treasurer \$30 00

Paid V. M. Coleman	\$3 64
J. W. Coleman	6 50
Harry C. deRochemont	1 25
Allan C. deRochemont	1 12
Edward F. Brown	1 28
Simes T. Hoyt	50
J. H. Knox	4 25
Edward T. Downing	2 00
Frank L. Whidden	50
D. W. Badger	4 16
W. C. Laws	1 12
J. M. Hoyt	3 68
	<hr/>
	\$30 00

Paid James W. Coleman \$5.33 (snow bill of John Knight over-looked last year.)

REPORT OF LUTHER PICKERING, HIGHWAY AGENT.

Paid Frederick Pickering	\$2 88
Walter Pickering	1 28
Enoch Coleman	1 28
Earle Coleman	1 28
Ralph Coleman	1 28
Thomas Pickering	64
Simes Frink	1 76
Luther Pickering	5 76
	<hr/>
	\$16 12

Report of Superintendent of Burying Ground.

NEWINGTON, N. H., Feb. 14, 1907.

During the past year I have disposed of burial lots to the following named persons:

April 14, 1906, Harry deRochemont, Newington, one lot	\$ 1 00
April 14, 1906, Mrs. Emma H. Foss, Rye, one lot	10 00
Feb. 6, 1907, Martha J. Laighton, Portsmouth, one lot	10 00
Feb. 6, 1907, William H. Badger, Portsmouth, one lot	10 00
Feb. 12, 1907, Mrs. Charles Staples, Portsmouth, one lot	10 00
Feb. 12, 1907, James Drew, Newington, one lot	1 00
Feb. 12, 1907, George T. Davis, Newington, one lot	1 00
	<hr/>
	\$43 00

ENOCH COLEMAN,
Superintendent.

Insurance on Town's Property.

The policy on the public library and books expires March 15, 1908.

The policy on the old parsonage house, barn and road machine, expires January 1, 1910.

The policies on the town hall, schoolhouse and meeting-house expire January 1, 1908.

Report of Trustees of Cemetery.

RECEIVED.

From selectmen, interest on S. D. F. DeMer- ritt fund	\$6 00
Portsmouth Savings bank, interest on Demer- ritt fund	74
Portsmouth Savings bank, interest on Cald- well fund	4 02
Withdrawn from savings bank, for care of Caldwell lot	2 00
Withdrawn from savings bank, for care of Demeritt lot	2 00
	<hr style="width: 20%; margin: 0 auto;"/> \$14 76

PAID.

Care of Demeritt lot	\$2 00
Care of Caldwell lot	2 00
Deposited in savings bank, interest on Cald- well fund	4 02
Deposited in savings bank, interest on Demer- ritt fund	74
Deposited in savings bank, received from se- lectmen	6 00
	<hr style="width: 20%; margin: 0 auto;"/> \$14 76

DEMANDS IN FAVOR OF CEMETERY.

S. D. F. Demeritt, fund let to town	\$200 00
Interest on Demeritt fund in savings bank .	27 97

John Caldwell fund, with interest in savings bank	\$125 03
	<hr/>
	\$353 00

JAMES W. COLEMAN,
FREDERICK PICKERING,
BENJAMIN S. HOYT,
Trustees of Cemetery.

Dog Account.

Number of dogs licensed, 37, six being females.	
Amount of dog money, less clerk's fees . . .	\$82 00
Bills paid:	
Roscoe Harden, one duck killed . .	\$ 75
Clarence Pickering, five hens killed	2 50
	<hr/>
	3 25
	<hr/>
License on hand	\$78 75

School Report.

TO THE CITIZENS OF THE TOWN OF NEWINGTON:

In submitting our report of the schools for the year ending July 15, 1906, we regret to say that some unfortunate circumstances have arisen the past year that have doubtless been detrimental to the schools,—the too frequent changes of teachers, which we believe cannot be otherwise than injurious, and the epidemic of whooping-cough which very nearly caused a closing of the schools entirely during the spring term just closed.

The school year began with Miss Eunice E. Ransom in charge of the grammar room and Miss Bertha I. Anderson in charge of the primary room.

The schools had hardly gotten well under way when Miss Anderson resigned to accept a position in Portsmouth. Miss Comings of Durham was engaged to finish the term. Miss Lucia M. Greenough of Berwick, Me., was engaged to teach in the primary room for the winter term.

At the end of the winter term Miss Ransom resigned, and for the spring term Miss Greenough was placed in charge of the grammar room and Miss Ida I. Wood of Portsmouth was secured for the primary room. As previously referred to, this term was greatly interfered with by an epidemic of whooping-cough. Miss Lucy M. Hoyt of Greenland continued as special teacher of music, and also Miss M. S. Bosworth as special teacher of drawing. The latter's services we do not expect to be able to secure another year on account of the action taken by the Portsmouth school board in discontinuing this branch of study in their schools. However, we hope to be able to continue

this very pleasing study by securing a teacher or teachers who are especially efficient in this branch.

We feel that a new and better era is about to dawn upon our school system in the near future, owing to the action taken at the last annual school meeting in authorizing the school board to negotiate with the school boards of other towns and form a supervisory district and employ a superintendent therein, under the provisions of the law of 1899.

Theoretically, this plan certainly seems correct,—of having a trained man, a practical school teacher, who is versed in the philosophy and science of education, to devote his entire time and thought to the work of supervising the schools under his charge. Practically, we believe such a system will prove to be of great benefit. While we expect and believe that there will be an immediate and decided change for the better in our schools under this system, yet we are aware that in such matters as this, things cannot be changed as by a magician's wand, but will require time for a gradual and permanent improvement. We trust our citizens will give this plan a fair and patient trial.

In accordance with, and by authority of the vote passed at the annual school meeting held March 31, 1906, the school board met at the call of the superintendent of public instruction in the office of the superintendent of schools in Portsmouth, May 16, 1906, with the school boards of Alton, Rye, Stratham and Greenland, and formed and entered a supervisory district consisting of the said towns.

At a joint meeting of the several school boards held on the same day Mr. Robert J. Sisk was elected superintendent for the year beginning Sept. 1, 1906, at a salary of \$1,700.00 per year.

The apportionment of the superintendent's salary was as follows:

Alton, \$300.00; state, \$300.00	\$600 00
Rye, \$200.00; state, \$200.00	400 00
Stratham, \$150.00; state, \$150.00	300 00

Greenland, \$100.00; state, \$100.00	\$200 00
Newington, \$100.00; state, \$100.00	200 00
	<hr/>
	\$1,700 00

Each town to receive the superintendent's services in proportion to the sum paid. By this arrangement Newington will be entitled to two-seventeenths of the superintendent's services. We hope the disagreeable and troublesome question of the non-attendance of children of school age, and the large amount of tardiness shown by the school register, will now be remedied; as one-half of the superintendent's salary is paid by the state he will be in a large measure a state officer whose duty it will be to enforce the laws pertaining to schools.

DANIEL W. BADGER,

LOUIS C. BEANE,

MARTHA COLEMAN,

School Board.

Newington, N. H., July 16, 1906.

FINANCIAL REPORT OF THE NEWINGTON SCHOOL BOARD.

FOR THE YEAR ENDING JULY 15, 1906.

RECEIPTS.

1905.		
July 15, Cash on hand	\$52 01	
Oct. 12, School appropriation, in part	100 00	
Dec. 5, School appropriation, in part	200 00	
1906		
Feb. 12, Balance of school appro- priation	570 00	
Literary fund	39 05	
Dog tax	52 25	
	<hr/>	\$1,013 31

EXPENDITURES.

1905.

Aug. 26, Mrs. Canney, cleaning and oiling floors	\$7 50	
Oct. 13, Bertha I. Anderson, teaching to date	50 00	
E. E. Ransom, teaching fall term	140 00	
Mildred Comings, teaching bal. fall term	90 00	
Geo. W. Neill, janitor, fall term	10 50	
L. M. Greenough, teaching win- ter term	100 00	
A. N. Frink, teaching winter term	16 00	
A. R. Beane, teaching winter term	2 00	
E. E. Ransom, teaching winter term	120 00	
Geo. W. Neill, janitor, winter term	9 00	
M. S. Bosworth, drawing, fall and winter terms	32 70	
L. M. Hoyt, music, fall and winter terms	26 00	
G. W. Pickering, work on school rooms	2 00	
Postage, express charges, and sundry articles	4 85	
Silver, Burdette & Co., school supplies	6 53	
A. E. Pickering, treasurer . .	2 00	
		<hr/>
		\$619 08
Cash on hand April 1, 1906		<hr/>
		\$394 23

EXPENDITURES.

1906.

Apr. 7, D. M. Coleman, clerk .	\$ 2 00	
L. M. Greenough, teaching spring term	120 00	
Ida I. Wood, teaching spring term	120 00	
M. S. Bosworth, drawing, spring term	12 50	
L. M. Hoyt, music, spring term	12 00	
Walter Pickering, janitor, spring term	9 00	
F. Moody, labor on ventilator boards	1 50	
T. E. Call & Son, ventilator boards	76	
A. P. Wendell & Co., shellac .	38	
	<hr/>	\$278 14
Cash on hand July 15, 1906		\$116 09

DANIEL W. BADGER,

LOUIS C. BEANE,

MARTHA COLEMAN,

School Board.

I hereby certify that I have examined the foregoing accounts of the Newington school board and find them correctly cast and properly vouched.

BENJAMIN S. HOYT,

Auditor.

SCHOOL STATISTICS

FROM JULY 15, 1905 TO JULY 15, 1906.

Whole number of boys enrolled	43
Whole number of girls enrolled	27
<hr/>	
Total	70
Average membership	51.61
Average attendance	38.34
Per cent. of attendance	80.80
Teachers salary per month	\$40 00
Total available money	1,013 31
Average expense per pupil	12 81
Number weeks of school	38
Scholars in grammar grade	27
Scholars in primary grade	36
Cases of perfect attendance	None
Number of visits of school board	40
Number of visits of citizens	158

Report of Superintendent of Schools.

TO THE SCHOOL BOARD OF THE TOWN OF NEWINGTON:

It gives me pleasure to present the first report as superintendent of your schools, as follows:

1. SCHOOL SYSTEM AND ADMINISTRATION. I think your system of schools and methods of administration are good. I believe your way of maintaining the two schools is based upon sound judgment, and has been conducted most economically.

In fact, I believe you can easily afford a greater expenditure and still be within the limits of strict economy.

As to your accommodations, I have this to state. Your grammar school room is of reasonable size; but your primary is not. The pupils there are so crowded as to make efficient work impossible.

There is not room for the teacher to turn, or to handle a class at the board. The pupils are crowded too near the stove. There are too many in that room in proportion to the air space. Ventilation without danger is impossible. The children do not have room for full movement between the aisles. There is no room for a teacher's desk. There is no place to keep books or materials so necessary in a primary school. There is no room for a table, which is greatly needed for number work. In fact, these cramped quarters are not sufficient. You will be obliged to provide better for your little children. Just visit the school when in session, (please come a few at a time or you can't get in) and see for yourself if what I say is true.

There is one good thing I do wish to say about that room. It has, I think, one of the best blackboards I have found in any country school. It is the only blackboard I can recall

now that is put up in a way convenient for small children, and if there were space enough to use it, the room would in that respect be unsurpassed.

The quarters for the grammar school, while very much better, are still rather small for the size of the school. A wood stove occupies quite a space and at times forbids very close approach. Our fire screen has helped out very much, but even that takes up some room which is really needed by the pupils.

Your hall and entry room is small in both schools, for, of course, you had to utilize most of the space for the rooms when you made the partition.

The toilet facilities connected with the building are unsuitable, and you surely must remedy the conditions there.

I believe you need a new school building. Or rather, I'll put it this way—I *know* you *need* a new school building, and I *believe* you can afford to erect it. That, of course, is for the people to say.

There is no standard by which a community may be so readily or so accurately judged as by the kind and condition of the school maintained. To a citizen, there is no greater satisfaction than to be able to point to a well-built, well-arranged, attractive, modern school building, and say, "There is where we send our children." And for the children, there is no one factor which will so make for culture, refinement, good manners and morals, as a clean, beautiful, sanitary, orderly school.

As an investment, there is none which will bear such interest. When you build a good road, you build for years. When you erect any public building, you provide for generations. When you construct a good church or school, you build for time and eternity; for no man may measure the results, or count their value in gold or silver.

PURCHASE OF SUPPLIES.

The cost of these may be lessened by estimating in ad-

vance and buying in bulk. It is poor policy to purchase two or three dozen packages of paper several times each year, when you can get greatly reduced rates by the ton, besides the saving in express or freight. The same principle would apply to other items. I presume you have applied it to your purchases.

If you employ a superintendent, and he has other towns, he could by acting as purchasing agent for all, and buying for all at once, obtain better rates than if each town bought for itself. I am not looking for the chance to do this. I have enough to do now to keep me busy. Only that is one of the ways a superintendent can help you, and when you elect my successor you would do well to elect him on that basis.

PAYING TEACHERS.

It seems to me that there should be certain definite days for paying teachers. And that this be done monthly at a fixed time and place, where the school board, teachers and superintendent may all meet, and so discuss or suggest anything that may pertain to the welfare of the schools. This would provide regular school board meetings for the transaction of business, and would also serve as teachers' meetings for suggestions or general directions. It certainly is more business like, and would keep us all in closer touch with the schools and each other.

PERMANENT RECORDS.

Such records, with the exception of registers more or less accurately kept, are usually unknown and unheard of in country schools; each teacher is a law unto herself, who, when she takes the school, received little if any information as to what had gone before; and who, when she departs, leaves little in the way of guidance to her successor.

Every good school should have the following permanent records:

1. REGISTER,—CORRECTLY AND HONESTLY KEPT. An attempt at this is usual in every school. As a matter of fact, a large per cent. of teachers' registers are inaccurate. This is due to ignorance of the correct form or carelessness. I have examined many of the registers of the different towns for previous years, and have found inaccuracies and inconsistencies in almost every one. This year I have had printed postals with the statistics for four weeks, mailed to me every month. This has enabled me to keep track of the attendance, etc., and has been the means of discovering and correcting several errors. There are doubtless some mistakes that have slipped past me, but at least I have been able to prevent some. I am ready to explain the mysteries of the register to any teacher at any time.

2. A RECORD OF EVERY PUPIL,—his full name, age, grade, parent's name and occupation, with special note of any physical defect or other useful information. These records have been made, and I have such information about every pupil in the district.

3. A RECORD OF THE DIFFERENT CLASSES, with names of the pupils in each class. This information is invaluable to a substitute or to a new teacher, and should be kept in plain sight in every teacher's desk, ready for instant reference. I have caused such to be made.

4. A WRITTEN DAILY PROGRAMME OR TIME TABLE. Many schools have no such thing, and you can easily see what an advantage that is to a new teacher, as well as to the regular teacher, pupils and visitors. It shows better than any other thing the work of the school. Each school has this posted in the room, and I have a duplicate.

5. A RECORD OF THE WORK DONE BY EACH CLASS, including pages in text books, topics, outline of subject, etc. The possession of such a thing for the previous year would prevent many of the dreary reviews and going over again processes so devoid of interest to the pupil.

It also is a means by which the work may be checked up,

and is a definite statement of what the pupil has or has not been taught. By it we may see just where the various classes stand. By it we may judge the clearness and definiteness with which a subject has been presented, and by means of it bring to light many places where improvement is possible.

These have been made out on cards every four weeks. They are classified and filed in my office, and will be returned to the school at the end of the year.

6. A DEFINITE COURSE OF STUDY. We have been following, as nearly as possible, the uniform course for common schools in the state of New Hampshire, published by the state superintendent of public instruction. This course is already in use in many of the schools of the state, and being adopted by others every day. Its adoption will tend to make our schools more nearly alike, and when a family moves from one town to another, the children will not have to lose a year or two because the courses are so different.

The course is broad enough to allow for local conditions, and variation in detail, and contains many suggestions on outline and teaching of great value to teachers. A copy has been placed in every school, and it should serve as a guide and subject of study for every teacher. It is the result of the combined efforts of the best educators of New England, and is of far greater value than that which any one man or any school board could provide. *Having* a course is one thing, and *following* it is another. The checking up by means of item 5 helps on this.

7. A RECORD OF PUPIL'S WORK AND A REPORT OF SAME TO PARENTS. Your method has been good, I think.

8. A RECORD OF THE BOOKS ON HAND. Many teachers have a rather vague knowledge of the books in their own school. And sometimes school boards do not exactly know what is on hand for text material.

A record of all books, their titles, authors, publishers, number, and condition, should be kept, and revised up to

date as often as any changes are made. This record should show both the books in actual use and the books on hand, but not in use, as well. Such record has been made this year.

9. A RECORD OF BOOKS LOANED TO EACH PUPIL. Every text book, upon purchase, should be stamped with the school district stamp, and a label (for record of pupil who uses it) pasted in front. This label should state the conditions under which the book is loaned to the pupil. Each book should have a number, and this number, with the name of the pupil, and the date, recorded by teacher.

Free text books cost the town money. They should be looked after with extreme care, and pupils should be held strictly accountable for proper use of them. I strongly urge teachers, school boards, pupils, and parents, to greater care in this matter, as it means hundreds of dollars to the town, besides the moral effect of respect for the rights and property of others.

I recommend the purchase of record books (such as published by Lee and Shepard) made especially for this; one or more for each teacher, and advise more strict and accurate account of text books. It is some trouble, of course, to do this, but it means an annual saving of perhaps hundreds of dollars to the taxpayers. Besides, it is business, a strictly business proceeding; and it sometimes seems as if business methods and the public schools needed an introduction.

10. AN ACCURATE RECORD BY THE TEACHERS OF ALL SUPPLIES RECEIVED, WITH DATES AND AMOUNTS. In all schools there is usually waste in the use of supplies. A sheet of paper wasted every day by each pupil means at the end of the year, a loss of four or five dollars to the district. The same applies to pencils, pens, blotters, chalk, etc.

I do not mean to be niggardly in regard to supplies. That would be poor economy. But I do mean that the teacher should take great pains to teach the value of economy and to avoid waste in the use of materials. I think

we need a little more in the way of supplies. I also suggest keeping a supply in the stock room at the school, so that they may be available when needed. These should be under strict account. They should be under lock and key, and the key in the hands of the superintendent, who would have definite days for the distribution of supplies.

So I recommend that each teacher be provided with a book (such may be purchased of supply dealers for a few cents) made especially for such record, and that account be made of every article supplied at public expense, and that such account be returned to the superintendent of schools, and through him to the school board, at the close of every term.

This will not only account for what becomes of our supplies, but also enable us to check up and detect waste, as well as furnish a basis for estimate of purchase for succeeding years.

Again it is an application of business methods to schools, and a strict application of such methods, with frequent checking up, will reveal many a leak, and result in saving your district many dollars. Only, some one has to have charge of it, and be given authority to handle it as he sees fit, or you can not place responsibility.

THE SCHOOLS THEMSELVES.

A. PHYSICAL AND SANITARY CONDITIONS.

1. TOILET FACILITIES. Without sewerage or other proper means of disposing of waste matter this question becomes extremely difficult to settle. At the same time, it is the most important question that a local school board ever has to consider, and one which is universally neglected, and passed over as of secondary consideration, or regarded as a negligible quantity in the solution of the school problem.

The results of its solution affect a school in three ways, physically, mentally, and morally. And the greatest of these is morally.

It's a question of which the average citizen fights shy, and the average school board dare not attack. It is usually dismissed by rural citizens with the soothing remark that it is "as good as we had when we went to school" or "as good as other country towns have" both of which are disgracefully true, but of no value toward a solution of the problem.

What we need is the advice of a competent sanitarian, backed up by a little hard cash.

This suggestion, as my others, I give you because I know it is right. You may heed it or not. If your schools as they are, are good enough for you, they surely are good enough for me. Neither you nor I have to go to them. But your children do, and they are not good enough for them, by considerable, in respect to sanitary conditions.

And the sop to conscience, the makeshift afforded by a few pine boards, or a coat of paint, will not settle the matter. It should be well done: for it surely is worth the doing.

2. WATER. The usual provision for supply is a well on or about the school grounds, or the pump of some obliging neighbor.

The usual provision inside the school in an ordinary pail, and one or more glasses or tin dippers. The pail is filled and placed in the entry in the morning. It has no cover. Whatever dust is raised, or is in the air, settles on the surface. The pupils dip a more or less dirty mug or dipper (occasionally a finger or two) into it, and drink.

Now this water becomes warm; particles of dust get into it; sometimes the pail is emptied before the session is over, since water for lavatory purposes also is taken from it. Sometimes the whole drinking outfit does not offer very great temptation to imbibe.

The result is that pupils do not drink as much as they need. The growing boy or girl needs considerable water. The pupil can not do his work properly when suffering from thirst. Of much greater importance, he cannot be properly nourished without plenty of water. He surely

ought to be provided with all the pure, cool, wholesome, refreshing water that he wants.

He ought to be able, nay, encouraged if need be, to wash his hands when they are dirty, and to appear with a clean face.

Habits of personal cleanliness, neatness and propriety, will be a much more valuable asset to a graduate of our schools than geography. Yet it seems as if we usually fail to devote much time to teaching the former, and lay considerable stress on the latter, (with rather meager results at that). I always find items for expenditure for geographies or physiologies, but not often for articles calculated to apply hygienic teaching, namely—soap and towels.

I therefore recommend that a water tank, of three or four gallons' capacity, made of porcelain, enameled iron or granite ware, with a cover and faucet, be provided for each school, and a suitable stand for same be procured. I further recommend that each school be provided with a basin, a cake of ivory soap, a towel rack and a dozen towels.

Pupils and teachers both have to do work in school which soils the hands. I have no use for the boy or girl, man or woman, who is afraid to soil his hands when necessary. But he should have a chance to wash them, and a clean towel to wipe them on afterward.

3. CLEANLINESS comes next to water here, and applies to the school, inside and outside; to the entry, the yard, the woodshed, the outhouse, and to everything connected with the school. As I said before, habits of neatness and cleanliness will go farther than arithmetic towards the making of a good citizen. That's what our schools are for. To make good citizens. To assist in developing upright moral character.

We believe in arithmetic, and will do all in our power to help on that, but we must not forget that the things of which I have been speaking so far, have as much influence

on the pupil and his life as our regular studies; perhaps more.

I have been into some of your homes,—your dining rooms and your kitchens,—they looked neat and clean. You must have swept and dusted, and scrubbed occasionally, maybe; sometimes washed the windows, too. Some of you know how hard it is to keep a house clean when you have a child or two coming in and out several times a day. From twenty to forty children pass in and out of our school rooms eight times each day not to count the various goings back and forth during recesses and noon hour.

Our schools have to be cleaned frequently. The floors should be scrubbed, the windows washed, the walls wiped, at the end of every term. The ceiling whitened, the paint renewed, frequently.

The school should be one of the cleanest and most attractive places that the child enters. Frequently it is the dirtiest.

It should receive as careful attention as our own home. The entry and shed should receive equal attention. The yard should be kept in good order, and free from sticks and stones, rubbish, paper, apple cores, crusts of bread, etc.

Every school should have a waste can; one of those made of corrugated iron, reinforced by ash, with a cover. This should be a receptacle for all refuse in the form of animal or vegetable matter. It should be emptied regularly and contents disposed of.

4. HEATING. No schoolhouse can be properly heated by a wood stove. The iron jacket surrounding the stove helps matters. A fire screen or shield is of some advantage. But at best it is a poor way of heating. It requires constant attention to secure results at all satisfactory. And constant attention is just what a stove in a school can't get without taking attention from other matters. Pupils near the stove are too warm. Those in the back part of the room are too

cold. Until we get a school provided with a proper heating arrangement the best work is impossible.

Of course we may not be able to heat each room by means of a furnace in the basement. That is undoubtedly the better method, and would be employed in a new building.

With our present method we can provide fire screens and see that each stove is kept in good condition, so that it may not be the cause of annoyance or waste. I estimate that the lack of a proper damper increases the expense for fuel from 20 to 30 per cent.

But I believe that if you used coal instead of wood for fuel you would obtain more satisfactory results. Wood gives heat quickly, but does not maintain a steady heat. It requires frequent attention, and the continual opening of the stove allows more or less smoke to escape. This makes the ceiling and walls dark and dingy in a very short while, and surely adds to your bill for cleaning, painting and whitewashing, if you pretend to keep the school looking fresh and clean. And at the present prices of wood and coal I think coal would be cheaper. Of course you would have to provide coal stoves, but even including that expense I think you would save money by using coal, besides having greater comfort, with less dirt and smoke. Also, a thermometer should be provided for each school; for the feelings of pupils or teacher are not reliable guides for regulating temperature.

5. VENTILATING. The necessity of special provision for ventilation never occurs to a great many citizens. Now you have got to have good, pure, fresh air, and plenty of it, in a school, or your pupils will be dull and stupid. Impure air poisons the blood and kills thought.

In visiting your schools I frequently come in and find the temperature and air such that I, at least, could not do very much clear thinking. The pupils and teacher do not notice it so much, for they have been there, and have become accustomed to the condition. But it hurts their work,

just the same. In your primary room I see no way to remedy this.

6. FURNISHINGS, REPAIRS, ETC. These are good; and inside your school rooms have been kept clean and neat, and in very good condition.

I would again remind both school board and citizens (as well as teachers) of the very great influence that the condition of the school has upon the pupils. Dilapidated and disfigured buildings, torn and tattered text books, the marks of a policy of neglect, tend to produce shiftless and slovenly boys and girls, who will soon grow up to take their places as citizens; and who will then, in consequence of the fact that their own schools contained little to which they looked with pride, pleasure or reverence, have an indifferent and unappreciative attitude towards schools and education.

There are many sections of this grand old Granite State which are, I am sorry to say, living examples of this very thing; where the present indifference or even hostility to educational progress may be traced back to the ignorance or criminal neglect of the authorities of other days.

So, "lest we forget," I say look well to the condition of your schools. Look well to the condition of your schools today, that the children of the future may not have a heritage of shame. The best indication of the efficiency of any school system of the past is the willingness and liberality with which its pupils, grown to manhood, provide for the schools of the present.

7. ARTISTIC DECORATION. The school should be not only clean and neat, sanitary, well furnished and well supplied, but also, (will you look upon me as a dreamer if I say it?) beautiful.

Unless we put into our schools things upon which the child can look with pleasure because they are beautiful, we are neglecting one of the greatest opportunities for civilizing and refining mankind.

Space will not allow me to speak as fully as I would like,

so I must dismiss this topic with two remarks. 1. We need beautiful pictures, casts, reliefs, flowers, school grounds, music, etc., to enrich and refine the life of our country children. For I tell you that there may be more of culture, refinement, good manners and morals, absorbed in one month through the unconscious influence of environment, than can be taught in a year by lecturing and advising.

2. That in this, as in other things, we must go according to our means, not launch out extravagantly; but a start can be made, if ever so humble. And only the best will do.

The plain severity of bare walls is preferable to cheap art, and one really good picture is worth a thousand chromos.

If any of our citizens, interested for the children along this line, care to make a gift, any one of the following would be acceptable for a start in our schools:

The Gleaners	Millet
The Golden Stair	Burne Jones
Caritas	Abbott Thayer
Fighting Temeraire	Turner
Madonna of the Chair	Raphael
Aurora	Guido Reni
Curiosity	Pasini
King Midas and Daughter	Gibson
The First Step	Millet
Ploughing in the Nivernaise	Rosa Bonheur
The Return to the Farm	Troyon
Member of Humane Society	Landseer
Capitol at Washington	Photograph

8. SCHOOL LIBRARIES. The school attempts to teach children how to read. Is it not of equal importance that they should be assisted in the choice of what to read?

I have not in mind reference books or cyclopedias, nor an elaborate case of finely bound books. Those are good, of course. But I do mean a neat, attractive little book case

with a few volumes that the children may read simply because they are interesting and delightful.

There are many moments in school when a pupil would be well served if he could put his hand on a good book, worth the reading, to use for himself. Where no library exists a start should be made; and where one is already started, a few books should be added each year.

I have prepared a list of books, but space forbids printing it here. We have great need of such libraries in both schools.

B. SCHOOL STUDIES AND INSTRUCTION.

1. **COURSE OF STUDY.** The need of a definite course I have already mentioned. It is as necessary for a teacher as the plan of a house is for a builder. And like the plan, it must be studied, understood and followed. The proper understanding and complete working out of a course of study is a matter not consummated in a term, or even in a year; but is a gradual growth, paralleled by the progress of the pupils, and conditioned by the efficiency of the teachers, the explanation of the superintendent and the provision of adequate texts and supplies by the board.

2. **TEXTS.** In general, we are fairly well supplied with text books. There are some branches where we are still weak: for example, history and supplementary reading.

In regard to reading, I would say to school board and citizens that this is a place where our country schools are usually weak, especially with respect to the provision of adequate text material.

The popular idea is that a pupil who has read through a primer, is ready for a first reader; that having read that, he should take a second reader, and so on. That is a wrong idea, and is responsible for much poor reading. Reading one primer does not usually give the pupil practice enough to enable him to meet the increased difficulty of the first reader, and stumbling is a result. He should read two or

three books of same grade, before he takes a more advanced.

This will not solve the reading problem, by any means. I would like to say more about it some other time.

TEACHING AND METHODS.

We need better teaching, and methods involving less waste of time. When I say this, I do not mean to disparage the work of our teachers. On the contrary, they deserve praise and credit for the faithful work they have done: and the work of these, or of any successful teachers, is worth many times the salary you, or any other towns, pay. Increase it, if you can.

But I do say that in this, as with you and me, and all of us, there is room for improvement. This seems to me to be accomplished best by the following means, in order of importance:

1. STUDY BY THE TEACHERS, DIRECTED TO TWO ENDS,—

(a) better knowledge, more complete and detailed mastery of the subjects taught. This is obtained by reading the best available text book material, making outlines, doing actual school work and hard study. I am ready to assist any teacher in such work, by advice on what books to study, how to study them, or by actual instruction upon any point not clear. I make no attempt to force any teacher to such study, if she feels that she does not wish to do it. But it is a vital point, and is one of the ways in which teachers may profit by a superintendent, if they are willing to do the work.

(b) Better knowledge of the principles of teaching, and the facts upon which these principles are based.

There are very many excellent books upon education, written by practical educators after years of thought and experience, which the teacher may use to increase her power, if she will take the trouble to study them. There are also many worthless books on the same subject. I have read quite a number of both kinds, and can save teachers

much waste of energy by recommending such as I know to be of real value.

Now here is a point almost universally overlooked by school authorities in country towns.—That while they unhesitatingly expend hundreds of dollars annually for free text books for pupils, I have known of but few instances where they have ever spent a cent for books calculated to instruct teachers. And a great many times a few dollars invested this way would produce results far greater.

You may ask, why do not teachers purchase such books for themselves. Well, they may not know there are such, for one thing. Or they may not know where to get them; or what to get. Or they make get a poor book and apply quixotic schemes to school work. Or they may be deluded into thinking that they cannot afford it. Or again, it may be that they just need a little encouragement along that line.

Now I propose the following plan:

That the town of Stratham buy

2 Education of Central Nervous System (Hallock)	
McMillan	\$1 25
Elements of General Method (McMurray), Mc-	
Millan	1 00
The Method of the Recitation (McMurray),	
McMillan	1 00
Methods of Mind Training (Aiken), A. B. C. .	80

That the town of Rye buy

2 Talks to Teachers (James), Holt	1 25
2 Elements of General Method (McMurray), Mc-	
Millan	1 00
Among Country Schools (Kern), Ginn & Co. .	1 25
Methods of Mind Training (Aiken), Am. Bk. Co.	80
How to Enjoy Pictures (Emery), Prang. Ed.	
Co.	1 25

That the town of Greenland buy

The Basis of Practical Teaching (Bryan), Silver, Burdett	\$1 25
2 The Method of the Recitation (McMurray), Mc- Millan	1 00
School Sanitation and Decoration (Burrage & Bailey), Heath	1 50
Elements of General Method (McMurray), Mc- Millan	1 00

That the town of Newington buy

Way Marks for Teachers (Arnold), S. B. & Co.	1 25
A Manual of Reading (Lanig), Heath	1 75
Apperception (Lauge), Heath	1 00
How to Tell Stories to Children (Bryant), H. M. & Co.	85
Plans for Busy Work (Arnold), S. B. & Co.	50
Common Sense Didactics (Sabin), R. M. & Co.	87

And that Alton purchase

The Recitation (Hamilton), Lippincott	1 10
Old Tales and Modern Ideals (Phillips), Silver, Burdett	1 25
Education of the Central Nervous System (Hal- lock), McMillan	1 25
Psychological Principles of Education (Horne) McMillan	1 75
Special Method in English Classics (McMurray) McMillan	75

I have read all these books. I believe they are based upon sound principles, and that anyone of them will be of great help to a teacher who will really study it.

We could form a circulating library, and exchange books, so that at a reasonable cost for each town, the teachers could have the benefit of a number of good books. And through these, may not only see greater possibilities in the work before them, but may by further study and subsequent

purchase of books on their own responsibility become really superior teachers.

I should be glad to take up these books with the teachers and discuss so far as I am able, the application of the principles set forth to our own school work.

2. **TEACHERS' MEETINGS.** At these, matters pertaining to the school may be discussed by teachers, school boards, or superintendent. They provide an opportunity for the expression of opinion from several persons upon one topic, and may be made of great value to the teacher who really seeks assistance, and is willing to do some work herself in order to secure it.

Talking over school problems with the other teachers, and the superintendent, will afford some help. These meetings may be held by closing schools in the afternoon occasionally, or after school, or on Saturday. I do not like to close school for this purpose very often. It becomes dark soon after close of school. Teachers do not always feel eager to devote part of Saturday to such purpose.

The suggestion that I made with regard to paying teachers, if adopted, will simplify matters somewhat. And we can find time in one of the other ways now and then. This is a feature which should be approved by people and school boards, and made more of, if it can be arranged. The limited number of days which I am allowed to devote to Newington under the present arrangement prevents doing justice to this feature of the work. Perhaps we can combine with Greenland, as their teachers are doing exactly the same work.

3. **INDIVIDUAL TALKS AND SUGGESTIONS AT TIME OF SCHOOL VISITS.** This is probably the way which most directly helps the teacher. It is greatly facilitated by the first and second ways mentioned, because a knowledge of such principles as are found in the works named above may make a simple suggestion from the superintendent perfectly clear, the suggestion calling to mind a fact which she knew

but was neglecting to apply properly; while a teacher who does not know the principles referred to, will find the suggestion rather blind, without lengthy and detailed explanation.* The presence of pupils, or the time, occasionally prevents as full discussion as one could desire, hence the necessity for my second point, the teachers' meeting, where detailed explanation may be given to all teachers at once.

These three ways together will produce a marked improvement in instruction, if the teacher is capable and willing to work, and the superintendent is competent.

4. VISITING OTHER SCHOOLS. The benefit derived from this is directly dependent upon points 1, 2 and 3, as well as the teacher's own experience. It is possible to visit a school and gain little by so doing. The teacher who knows little of the principles of method, who has little of science in her own work, will be able to see in the work of even an expert teacher but a small part of what is revealed to the teacher with a knowledge of those principles, and considerable skill of her own. It is the same old principle of "the more you know the more you can see and learn." "To him who hath it shall be given." The parable of the talents applies here.

I have visited schools in Dover, Portsmouth, Rochester, and other places accessible to our teachers, and can direct them to the grades where they can see the kind of work they are after, without loss of time; and can direct attention to the particular features of the work that have most influence in producing results. I should be glad to take teachers for visiting day whenever the board deems it advisable. Personally, I should like greater freedom to visit schools in other places myself; and if the district would make provision so that I could do so, I believe the results would justify it. As it is, I do not like to take a day from any town for this purpose.

5. TEACHERS' INSTITUTES. I place this last, not because it is of less value absolutely, but because the opportunity for this comes so seldom that practically it is of less value

than the others. I strongly urge teachers to attend institutes whenever practicable for them to do so.

C. ATTENDANCE.

1. I believe we should admit new first grade pupils only in the fall.

The school year commences in the fall. The work is started then and continued from that point until June. If you allow new pupils to enter in the middle of the year, you instantly increase the number of classes by two surely, probably by three. And the greatest fault in our teaching now is that there are too many classes. This rule enforced will help our schools. It does not apply, of course, to pupils who can take their places in classes already existing.

2. We need a greater sense of responsibility on part of parents. Nothing should be allowed to interfere with the attendance of children except the following: 1. Sickness of child. 2. Exposure to contagious diseases. 3. Impassable condition of roads. 4. Death in family. Keeping pupils at home to work is illegal, and punishable by a fine. The best school on earth would not help your children, unless they attend regularly. Regular attendance is the first requisite of a good school.

3. We need a district by-law on truancy, making compulsory the attendance of children between ages of 14 and 16, unless they are engaged in some regular and legal employment. It would be well also to fix a legal minimum age.

TARDINESS.

TO PARENTS AND PUPILS.

Every case of tardiness injures our school. Every time a pupil is late, it detracts from the general efficiency of the session. It not only interrupts the work, takes the attention of other pupils and bothers the teacher, but it also has a bad influence upon the school as a whole, and individual members of it. It's a bad example. More than that, it is

exceedingly harmful in its effect upon the pupil who is tardy. It is a wrong principle. If repeated, it is a start toward a bad habit. The habits we form in childhood and youth are hard to break. If these are good, we are likely to become good and useful men and women. If bad, we are handicapped by them.

Being behind time has caused much inconvenience, many great calamities, wrecked lives and changed the destiny of empires. The success and safety of many a great system depends upon certain things being done at certain times, and done promptly to the second.

He who is behind time soon loses the confidence and respect of his associates. No one likes to do business with the man who is "behind time." "Yes" you say "but is being late at school so very bad?" It is. For it is principally a matter of habit. It is just as easy to be on time, as a few minutes late. One is right; the other wrong.

We therefore urge parents to assist us in this, and see to it that their children are at school, and on time, every session. No school which has poor attendance or a large number of tardinesses can be called a good school. Every single case counts, and goes to swell the total. These schools are yours. They are for your children. We are trying to make them good schools; schools which will help your children to become good men and women. You must help us. And this is one of the ways in which you can do it now.

Above all, I wish to urge the citizens to pay more attention to the schools. This a democratic government of ours. Its permanence and its stability rest ultimately upon the intelligence of the individual voter. We today understand that education is the one and only safe, sure and reliable means by which we can provide that "that government of the people, by the people and for the people shall not perish from the earth."

We should not be anxious merely to have schools as good as the average. We should not rest content with educational facilities as good as those when we were boys. We should not be satisfied with what we have, simply because we have become accustomed to it, unless it's the very best we can afford.

It takes very little to satisfy some people.

But it takes something to satisfy the boys and girls growing up with their eyes open.

How many country boys drop out of school as soon as they attain legal age, and sometimes (to the disgrace of the community, but a fact nevertheless) before legal age, just because they find nothing in that country school to attract them,—nothing that seems really worth while?

How many country boys leave the farm and drift into the city because they are not satisfied with farm life? Not that they object to hard work, most country boys are willing to do hard work, but simply because, as Supt. Kern of Illinois says, day after day and month after month they get "hard work and nothing but hard work."

And they get sick of it, and go where they can get some diversion, some amusement; not always the kind that's best for them, but something they can't get in the country, anyway.

How many families move from the country into the city so that their children may have better educational opportunities, better schools, music, art, libraries, lectures and social intercourse?

And there is no reason why they should have to leave the country to get this. There is no reason why our country places can't afford these things. And they will, if the country people will give more thought, more attention and more money to their schools. It's through the schools that such things come, and it's the schools you've got to improve and change to hold your country blood where it belongs, in the country.

There is no reason why country schools should not be just exactly as good as city schools. They are not, and it's because they have not received the attention that city schools have. Our cities have been growing, and our country places have not.

This pouring into the cities has made attention to the city schools an absolute necessity, and they are now fairly well organized through years of experience by men who have made them their life study. But the country schools have been neglected. Nobody, until recently, has made much of a study of country schools. They have just rubbed along as best they could, picked up such method and organization as they could second hand from the cities, or constantly changing school boards could give them.

What system of country schools has been under the charge of one competent superintendent for a score of years? What country community has kept the same corps of competent teachers for a dozen years? But we are beginning to see that country schools are worth as much attention as city schools, and are capable of producing as good, if not better results.

Now with regard to what shall be taught in our schools, there is of course, a concensus of opinion as to the fundamentals. But in the application of them I believe that our country schools should cut loose from the policy of the cities. The average boy or girl in the city school is going to have little practical use for a knowledge of soil chemistry, rotation of crops, or the principles upon which they are based. He will have no particular interest in elementary agriculture or stock raising or the prevention and destruction of insect pests. It will probably make little difference to him whether he knows about fruit growing and tree spraying or not.

But these things will be of vital concern to the country boy if he remains on the farm. Our education should not be of a nature calculated to lead the country boy away

from the farm and into the city. It should be of such a nature that he can take a place in the city, if he so desires, but I tell you I believe from the bottom of my heart that a school which will lead that boy to see something of the possibilities on the farm, some of the opportunities there for the exercise of all his powers, and all his talents and education and skill, and will lead him to acquire such education and then to stay at home and apply it, that school will do more of the Lord's work than a dozen of our ordinary schools, feeble imitations of our city systems.

I believe our country schools should fit a boy to take his place anywhere in the world. That's all right. My plan would not change that at all. But I do think we ought to make some provision in them, which we do not now, for information along lines that will direct his attention, and lead him to apply his knowledge to matters of vital interest which he passes every day with heedless eyes. And that some provision should be made for keeping our good, clean, young country blood and brains, some of it any way, in the country where it belongs and can do the most good. And the community that will awake to the situation, seek information along this line, and make a start, will in twenty years time, produce a race of farmers who can meet their taxes without an objection, and provide adequately for the education of their children, because they will have mixed brains with their muscle, and used their heads and hands in harmony.

To the school board, teachers and pupils I return my sincere thanks and appreciation for the cordial and courteous spirit with which you have received me.

Respectfully submitted,

ROBERT J. SISK.

February 15, 1907.

STATISTICS FOR ONE TERM OF 1906-7.

	Gram.	Prim.	Town.
No. weeks	15	15	15
Whole No. pupils registered	34	33	67
Boys	20	20	40
Girls	14	13	27
Average daily attendance	25.4	24.8	50.2
Average daily absence	2.6	6.3	8.9
Average daily membership	28	31.1	59.1
Per cent. of attendance	90	80	84.94
No. cases of tardiness	81	25	106
No pupils on roll of honor	2	1	3
No. visits by superintendent	9	9	17
No. visits by school board	4	7	11
No. visits by citizens	9	20	29

ROLL OF HONOR.—Phineas Coleman, Willis Hoyt, Joseph Archibald.

Langdon Public Library.

FIFTEENTH ANNUAL REPORT.

TO THE CITIZENS OF NEWINGTON:

The trustees of Langdon Library herewith present their report, and the report of the librarian, for the year ending December 31st, 1906.

The librarian's report shows the circulation of books and periodicals for the past year to be over four thousand, an average of ten books and magazines to every person in the town. The educational influence thus spread abroad in the community proves the library to be of importance, and an institution to be fostered and supported. During the year one hundred and fifteen books, besides reports, have been added to the library; ninety of these are new and carefully selected volumes from Mrs. Woodbury Langdon. Twenty are bound volumes of magazines from the reading table. It is hoped some day to have complete indexes for these magazines, as they are valuable for reference.

Three new book cases have been provided for the storage room to give a place for unbound magazines, pamphlets, etc., which are to be preserved.

FINANCIAL STATEMENT.

RECEIPTS.

Cash on hand Dec. 31, 1905 . . .	\$85 96
Interest on railroad bond . . .	70 00
Interest on Langdon fund . . .	60 00
Required state tax	15 00

Town appropriation	\$50 00	
Fines collected	2 94	
Total	<hr/>	\$283 90

EXPENDITURES.

Librarian's services	\$75 00	
Subscription agency	21 55	
Subscription	1 00	
Binding and rebinding	19 65	
Card tray	2 50	
500 magazine labels	1 00	
Stock and labor on book cases	10 17	
Box rent	3 00	
Expense to state meeting . . .	3 00	
Andirons and fire set	17 00	
Window glass and setting . . .	2 35	
Freight, express and stamps . .	2 61	
Library supplies	10 97	
Cash on hand Dec. 31, 1906 . .	114 10	
Total	<hr/>	\$283 90

Respectfully submitted,

EDITH W. BADGER,

LAURA E. DREW,

FLORENCE HOYT,

Board of Trustees.

Librarian's Report.

TO THE BOARD OF TRUSTEES OF LANGDON PUBLIC LIBRARY:

I present the fifteenth annual report of the library, reviewing the work of the last year.

The work during the year of nineteen hundred and six has so far as possible been carried out along the same lines as heretofore.

Friends have shown unusual kindness in the way of gifts, also in giving and loaning for our "nature work." For all of these gifts and loans we are deeply grateful.

It is with great pleasure that we notice an increase in the demand for books and periodicals, and we wish to call attention to our excellent reference library. It is within the reach of all our people and we hope that all requiring such books will feel perfectly free to call for them at any time during library hours.

GIFTS.

Mrs. Woodbury Langdon	90 Vols.
Mrs. Mary E. Frink	2 "
Capt. E. O. Garland	2 "
Mrs. Frank Whidden	1 "
Shakespeare Club, Ladies Home Journal . .	1 Year.
Reaper's Circle, McClure's Magazine	1 "
Grange, New England	1 "
W. C. T. U., Granite State Outlook	1 "
Mrs. Edith Hoyt, Success	1 "
Miss Florence Hoyt, Harper's Bazaar	1 "
Mrs. C. H. Coleman, Suburban Life	1 "
Mrs. M. S. Beane, Saturday Evening Post . .	1 "
Mrs. Laura Drew, Munsey's	1 "

Camera Craft	1 Year.
Simes T. Hoyt, Star Monthly	1 "
Rev. Samuel Elliott, Christian Register	1 "
Dr. B. T. Prescott, 9 Scrap Book	Magazines
Dr. B. T. Prescott, 12 Century	Magazines
Dr. B. T. Prescott, 24 Lippincott	Magazines
Miss Abbie Pickering	2 Magazines
Sam Walter Foss :	Bulletins
Dover Library, Report and Bulletins	
Rochester Library, Report and Bulletins	
Laconia Library, Report	
Mrs. Drew, Pamphlets and Bulletins	

GENERAL STATISTICS.

Borrowers registered to date	540
Visitors registered to date (44 during year)	983
Total attendance for year	1,689
Average daily attendance	32
Total circulation for year	4,258
Average daily circulation	84
Number of afternoons open for circulation	52
Number of evenings open for circulation	52
Number of books issued during year	2,505
Number of periodicals issued during year	1,614
Largest month (March)	481
Smallest month (May)	300

CLASSIFIED CIRCULATION.

American history	107
American biography	44
Foreign history	27
Foreign biography	25
Travels	165
Arts and sciences	158
Drama and poetry	64
Literature	86

Religion	20
Reference	19
Reports	30
Bound periodicals	139
Fiction	1,621

Respectfully submitted,

ANNIE LOUISE BEANE,

Librarian.

Supplement to Catalogue,

January, 1907.

PERIODICALS REGULARLY SUPPLIED TO THE READING TABLE.

Northern, Harper's Weekly, Harper's Monthly, Harper's Bazaar, Saturday Evening Post, Ladies Home Journal, Christian Register, Congregationalist, Munsey's, McClure's Ladies World, Country Life, Suburban Life, Garden Magazine, Granite State Outlook, Camera Craft, Everyday House-keeping, New England Star Monthly, Little Folks, St. Nicholas, Youth's Companion, Public Libraries, Four Track News and Travel Magazine, Review of Reviews, World's Work, Navy Journal, Delineator and Home Needlework.

AMERICAN HISTORY.

History of N. H. Volunteers	40.154
Bryce, James, The American Commonwealth	40.155
Earle, Alice M., Stage Coach and Tavern Days	40.156
Greeley, Horace, The American Conflict, Vol. I	40.152
Greeley, Horace, The American Conflict, Vol. II	40.153
Pryor, Mrs. Roger, Reminiscences of Peace and War	40.157

AMERICAN BIOGRAPHY.

Greenslet, Fenis, James Russell Lowell . . .	60.132
Wade, Mary H., Our Little Indian Cousins .	60.123
Wilson, Francis, Joseph Jefferson	60.134

FOREIGN BIOGRAPHY.

Torley, Sara A., Life of Florence Nightingale	70.196
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TRAVELS.

Bard, Emeli, Chinese Life in Town and Country	20.230
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Browne, Geo. W., The St. Lawrence River	20.231
Carpenter, Frank, Australia	20.232
Carpenter, Frank, South America	20.233
Freer, Wm., The Philippine Experience of an American Teacher	20.234
Hale, E. E. & S., A Family Flight Around Home	20.235
Howell, W. D., London Films	20.236
James, Geo. W., In and Out the Old Missions of California	20.237
Lucas, E. V., A Wanderer in Holland	20.238
Ontraw, J., In the Heart of the Canadian Rockies	20.239
Whitney, C., Jungle Trails and Jungle People	20.240

ARTS AND SCIENCES.

Bailey, L. H., Principles of Agriculture	50.281
Bailey, L. H., The Spraying of Plants	50.289
Burrough, J., Ways of Nature	50.282
Chapman, F., The Birds of Eastern North America	50.284
Ely, H. R., Another Hardy Garden	50.285
Gibson, W. H., Our Native Orchids	50.286
Harwood, W. S., New Creations in Plant Life	50.287
Hyslop, J. H., Science and a Future Life	50.288
St. Maur, K. O., A Self Supporting Home	50.290
———, Guns, Ammunition and Tackle	50.291
Oster, Wm., Counsels and Ideals	50.283
Peterson, Maud, How to Know the Wild Fruits	50.292
Rix, Frank R., Songs of School and Flag	50.293
Roberts, C. G. D., The Return to the Trail	50.294
Shaler, N. S., The Neighbor	50.295
Thaxter, Celia, An Island Garden	50.296
Holden, C. F., The Log of a Sea Angler	50.297

FICTION.

Adams, Andy, Cattle Brands	18 A 2
Andrews, M. R. S., Bob and the Guides . .	19 A 1
Alger, Horatio Jr., Chester Rand	20 A 1
Bagot, Richard, The Passport	31 B 1
Bachelor, Irving, Silas Strong	26 B 3
Churchill, Winston, Coniston	24 C 4
Day, Holman, Squire Phin	23 D 1
Eggleston, G. C., A Daughter of the South .	2 E 3
Frothingham, E. B., The Evasion	12 F 2
Glasgow, Ellen, The Battle Ground	10 G 2
Harker, L. A., A Romance of the Nursery .	27 H 1
Ingelow, Jean, Norpsa	3 I 1
Kingsley, F. M., The Resurrection of Miss Cynthia	8 K 1
Knowles, R. E., St. Cuthberts	9 K 1
Lothrop, Margaret, Ben Pepper	8 L 10
Lincoln, J. C., Partners of the Tide	14 L 2
Merwin, Samuel, The Road Builders	22 M 2
Merwin, Webster, The Short Line War . .	22 M 3
McCall, Sidney, The Breath of the Gods . .	19 M 2
Packard, W., The Young Ice-Whalers . . .	12 P 1
Phillips, H. W., Plain Mary Smith	13 P 1
Pier, Arthur S., The Ancient Grudge	14 P 1
Richards, L. E., Mrs. Tree's Will	7 R 11
Ray, Anna C., Ursula's Freshman	10 R 5
Ray, Anna C., Nathalia's Sister	10 R 6
Roberts, C. G. D., Red Fox	11 R 4
Sabin, Edwin, When You Were a Boy . . .	27 S 1
Sinclair, May, The Divine Fire	28 S 1
Smith, F. H., Caleb West	18 S 3
Smith, Alice P., Off the Highways	29 S 1
Snaith, J. C., Broke of Covenden	30 S 1
Stewart, C. P., The Fugitive Blacksmith . .	31 S 1
Streeter, J. S., Dr. Tom	24 S 2
Torker, Frank, Under Rocking Skies . . .	16 T 1

Tracy, Louis, The Pillar of Light	17 T 1
Wasson, Geo. S., The Green Shay	32 W 2
Webster, Jean, The Wheat Princess	28 W 2
Wells, Carolyn, Patty Fairfield	34 W 1
Westup, Margaret, The Coming of Billie . .	25 W 1
Whitney, A. D. T., Biddy's Episodes	6 W 13
White, S. E., The Claim Jumpers	25 W 5
Williamson, G. N. and A. M., The Princess Passes	33 W 2
Edited by Wheeler, Mother Goose Melodies .	19 W 1

POETRY.

Wells, Carolyn, A Parody Anthology	80.111
Whitney Helen H., Sonnets and Songs . . .	80.112

LITERATURE.

Beveridge, A. J., The Young Man and the World	90.164
Colsen & Chittenden, Children's Letters . .	90.165
Crothers, S. McC., The Pardner's Wallet . .	90.166
Davis R. H., Bits of Gossip	90.167
Higginson T. W., Parts of a Man's Life . . .	90.168
Mabie, H. W., Parables of Life	90.169
Stevenson, M. I., Letters from Samoa	90.170

RELIGION.

Sangster, Margaret, The Story Bible	100.32
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REFERENCE.

Report of Library of Congress	10.112
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BOUND PERIODICALS.

Harper's, Vol. CX	0.110
Harper's Vol. CXI	0.111
New England, Vol. XXXI	0.1231
New England, Vol. XXXII	0.1232
Little Folks, Vol. VIII	0.708
Review of Reviews, Vol. XXX	0.214

Review of Reviews, Vol. XXXI	0.215
Review of Reviews, Vol. XXXII	0.216
St. Nicholas, Vol. XXXII, Part 1	0.617
St. Nicholas, Vol. XXXII, Part 2	0.618
The Century, Vol. XXVII	0.1149
The Century, Vol. XXXIII	0.1150
The Century, Vol. XXIX	0.1151
The Century, Vol. XXX	0.1152
The Century, Vol. XXXI	0.1153
The Century, Vol. XXXII	0.1154
The Century, Vol. XXXV	0.1167
The Century, Vol. XXXVI	0.1168
The Century, Vol. XXXVII	0.1169
The Century, Vol. XXXVIII	0.1170

REPORTS.

N. H. Annual Report, 1903-1904.
N. H. Annual Report, 1903-1904.
N. H. Annual Report, 1903-1904.
Journal N. H. House and Senate.
N. H. Manual of General Court.
Report, Smithsonian Institution, 1904.
Report, Interstate Commerce Commission, 19th Annual.
Report, Interstate Commerce Commission.
Report, Interstate Commerce Commission.
Report, Interstate Commerce Commission.

Vital Statistics of the Town of Newington, N. H., for the Year Ending December 31, 1906.

BIRTHS.

Date of Birth.	Place of Birth.	Name of Child (if any)	Sex.	Condition.	Number.	Color	Name of Father.	Maiden Name of Mother.	Color Parents	Residence of Parents.	Occupation of Father.	Birthplace of Father.	Birthplace of Mother.
March 8	Newington	Bernard Maurice	M	L	7	w	Harry deRochemont	Annie C. McKenzie	w	Newington.	Farmer	Newington	Prince Edward Is.
April 1	"	Dorothy Pearl	F	"	"	"	Chas. D. Pace	Barbara Paris	"	"	Farmer	London, Eng.	London, Eng.
May 4	"	Albert Edgar	M	"	1	"	Albert E. Hodgdon	Edith N. Terrio	"	"	Shoemaker	Newington	Shediac, N. B.
December 4	"	Warren Marston	M	"	6	"	Joseph E. Leavitt	Lucy S. Marston	"	"	Farmer	Stratham N. H.	North Hampton.
December 7	"	Marjorie	F	"	9	"	Daniel W. Badger	Edith W. Whidden	"	"	Farmer	Portsmouth, N. H.	Newington.

DEATHS.

Date of Death.	Place of Death.	Name and Surname of the Deceased.	Age.			Place of Birth.	Sex	Color	Mar.	Sin.	Wid.	Occupation.	Birthplace of Father.	Birthplace of Mother.	Name of Father.	Maiden Name of Mother.	Disease or Cause of Death.
			Years.	Months.	Days.												
March 12	Newington	Annie C. deRochemont	29	2	11	N. Granville, P.E.I.	F	w	M			Housewife	P. E. Island	P. E. Island	John A. McKenzie	Barbary Corbett	Gen. Peritonitis
April 2	"	Faith E. Pickering	41	27		Newington	F	"	M			Housewife	Eliot, Me.	Newington	Thomas A. Staples	Frances M. Towle	Phthisis
April 21	"	William C. Pickering	50	2		Newington	M	"	S			Farmer	Newington	W'thrs'ld, Ct.	Ephriam Pickering	Mary H. Woodhouse	Cerebral Meningitis
April 23	"	Annetta A. Adams	63	8	14	Portsmouth N. H.	F	"	S			Lady	Barnstead	Newington	Joseph C. Adams	Sarah B. Nutter	Tuberculosis
May 25.	"	Irving W. Davis	6	10	15	Portsmouth, N. H.	F	"	S				Portsmouth	Portsmouth	George J. Davis	Mary W. Phillips	Meningitis
June 24	"	Lavina Howe	82			England	F	"	M			Housewife	England	Madbury	Thomas Vennard	Sophia Cornell	Valvular Disease of Heart
July 6	"	Sarah Pace	59	8	5	England	F	"	M			Housewife	England	England	James Hyde		Pneumonia
October 17	"	Bernard M. deRochemont	7	7	9	Newington	M	"	S				Newington	P. E. Island	Harry deRochemont	Annie C. McKenzie	Acute Colic
November 3	"	Albion K. P. Googins	78	11	4	Old Orchard, Me.	M	"	M			Farmer	Old Orchard	Scarboro, Me.	Nathaniel Googins	Lucy Thurston	Old Age

MARRIAGES.

Date.	Place of Marriage.	Name and Surname of Groom and Bride.	Residence of Each at time of Marriage.	Age.	Color.	Occupation of Groom and Bride.	Birthplace of Each.	Names of Parents.	Birthplace of Parents.	Occupation.	Condition.	Name, Residence and Official Station of Person by whom Married.
July 31	Greenland	Albert H. Garland	Newington	38	w	Butcher	Portsmouth	James M. Garland Julia (Pray) Colbath	Portsmouth	Teamster Housewife	s	Edward Robie,
		Amelia B. Neill	Newington	36	w	Housewife	Newington	F. W. deRochemont Sarah F. Adams	Newington Portsmouth	Farmer Housewife	w	Clergyman, Greenland.

I hereby certify that the above return is correct, according to the best of my knowledge and belief.

JACKSON M. HOYT, Town Clerk

